REPORT RESUMES

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EVALUATION REPORT FOR MIGRANT PROGRAM, SCHOOL YEAR 1966-67.
TITLE I ESEA (P.L. 89-750).
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.

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DESCRIPTORS- ATTITUDES, ADULT EDUCATION, COMMUNITY INVOLVEMENT, *COMPENSATORY EDUCATION, DENTAL HEALTH, DISADVANTAGED ENVIRONMENT, EDUCATIONAL NEEDS, *EDUCATIONALLY DISADVANTAGED, EDUCATIONAL OPPORTUNITIES, EMPLOYMENT OPPORTUNITIES, ENRICHMENT, INFORMATION DISSEMINATION, INSTRUCTIONAL MATERIALS, INSERVICE TEACHER EDUCATION, JOB TRAINING, LANGUAGE HANDICAPS, *MIGRANTS, *MIGRANT EDUCATION, MIGRANT YOUTH, *MIGRANT CHILDREN, NONGRADED CLASSES,

THE PRIMARY PURPOSE OF THIS PROGRAM WAS TO EFFECT CHANGES IN THE LEVEL OF DEVELOPMENT OF THE EDUCATIONALLY AND CULTURALLY DEPRIVED MIGRANT CHILDREN IN THE THREE SCHOOL DISTRICTS OF COLLIER COUNTY, FLORIDA. SPECIFIC OBJECTIVES WERE--(1) TO HELP MIGRANT CHILDREN OVERCOME THEIR EDUCATIONAL DEFICIENCIES, (2) TO ASSIST MIGRANT CHILDREN AND THEIR FAMILIES GAIN A SENSE OF PERSONAL WORTH AND DIGNITY, (3) TO DEVELOP THE SPECIFIC INSTRUCTIONAL TECHNIQUES TO BE USED WITH MIGRANT CHILDREN, (4) TO DETERMINE THE FEASIBILITY OF PROVIDING SUMMER OPPORTUNITIES FOR MIGRANT CHILDREN, AND (5) TO IMPROVE THE PHYSICAL WELL BEING OF MIGRANT CHILDREN. THE MOST PRESSING NEEDS OF MIGRANT CHILDREN WERE DIAGNOSED AS AN INADEQUATE COMMAND OF THE ENGLISH LANGUAGE, NUTRITIONAL AND HEALTH DEFICIENCIES, READING DISABILITY, AND PARENTAL APATHY COMBINED WITH FINANCIAL INSECURITY. SOME OF THE MORE INNOVATIVE AND EXEMPLARY ACTIVITIES INCLUDED THE COMPENSATORY EDUCATION PROGRAM, SPECIAL SUMMER CLASSES FOR MIGRANTS, SPECIAL EDUCATION, AND THE WORK-STUDY PROGRAM. EXTENSIVE IN-SERVICE EDUCATION PROGRAMS WERE CONDUCTED FOR ALL ELEMENTARY TEACHERS OF COLLIER COUNTY WITH PARTICULAR EMPHASIS ON TEACHING BILINGUAL AND DISADVANTAGED MIGRANT CHILDREN. (ES)

ED014349

TITLE I ESEA (P.L. 89-750)

EVALUATION REPORT FOR MIGRANT PROGRAM
SCHOOL YEAR 1966-67

SUBMITTED TO: STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32304

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MIGRANT

SPONSORED BY:

COLLIER COUNTY BOARD OF PUBLIC
INSTRUCTION
NAPLES, FLORIDA

JOHN D. ROAN, SUPERINTENDENT

KENNETH C. PITTMAN, COORDINATOR OF
FEDERAL PROGRAMS

Prepared by: Evaluation Committee
Federal Programs

October 1, 1967

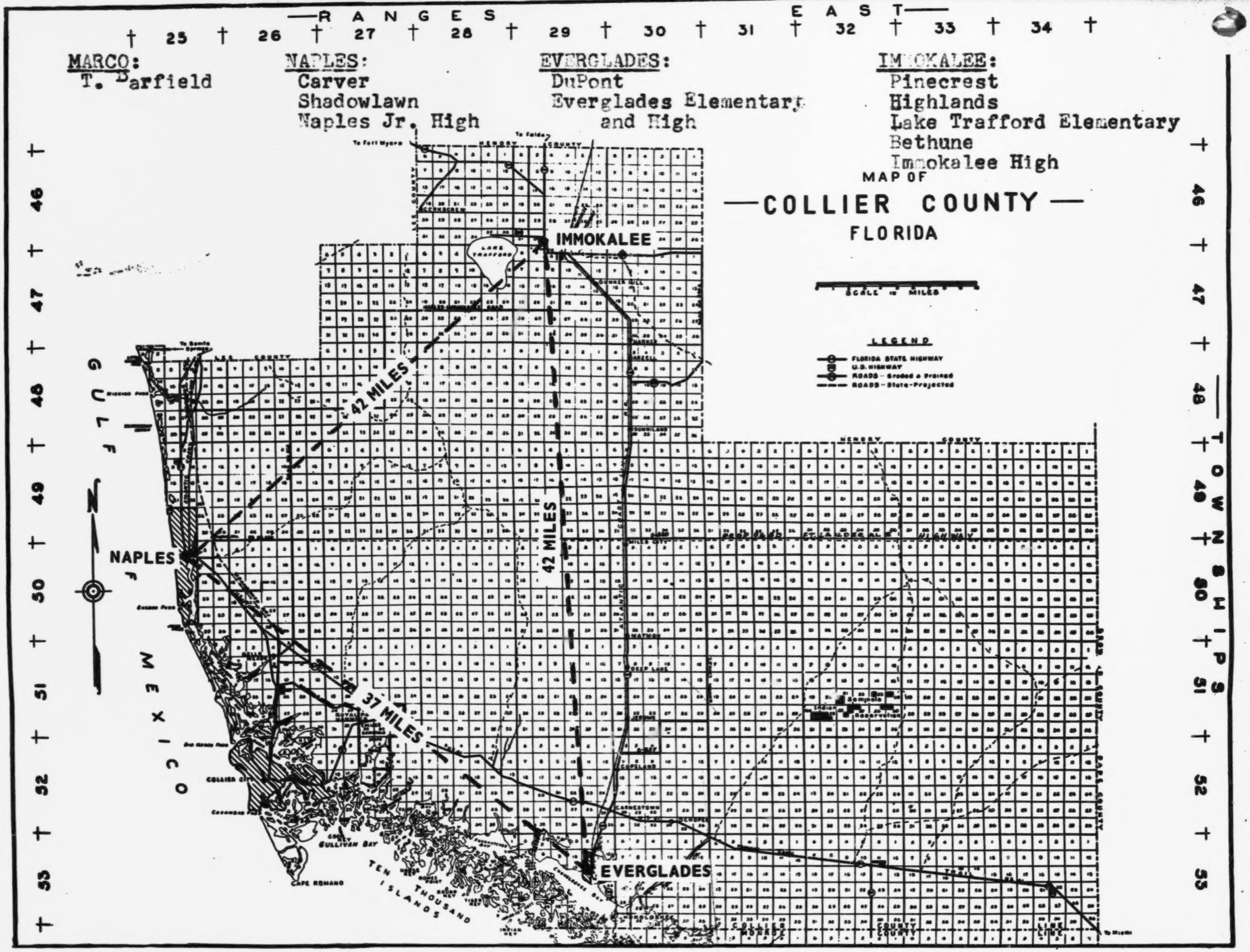
RC 001 906

MARCO:
T. Barfield

NAPLES:
Carver
Shadowlawn
Naples Jr. High

EVERGLADES:
DuPont
Everglades Elementary
and High

IMMOKALEE:
Pinecrest
Highlands
Lake Trafford Elementary
Bethune
Immokalee High



MAP OF
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LEGEND
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U.S. HIGHWAY
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ROADS - State-Projected
IMMOKALEE
NAPLES
EVERGLADES
42 MILES
42 MILES
37 MILES
GULF OF MEXICO
TEN THOUSAND ISLANDS
LAKE TRAFFORD
HENDRY COUNTY
LEE COUNTY
DADE COUNTY
To Fort Myers
To Fellda
To Bonita Springs
To Miami
COLLIER CITY
CAPE ROMANO
SULLIVAN BAY
COPELAND
CARNESTOWN
DEEP LAKE
Indian Reservation

FOREWARD

The purpose of this report to the State Department of Education is to provide necessary information relating to the effectiveness of the Title I Migrant Program in meeting the special educational needs of migrant children involved in the planning, development, and implementation of this program.

Since the goal of this program is to effect changes in the level of development of the educationally and culturally deprived migrant child, the main focus of this evaluation is upon what changes have been brought about in these children as a result of improved learning experiences and teaching methods, and needed supportive services.

The guidelines for evaluation prepared by the State Department of Education have been followed by the local evaluation committee. This report aims to provide valid and significant answers to the questions raised about the effectiveness of the program.

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[redacted]

INTRODUCTION

Collier County is a relatively unknown and predominately rural area of 2,032 square miles located on the Gulf side of the southern end of Florida, encompassing most of the famous Everglades, home of the Seminole Indian. Tourism and agriculture are the main supports of the county's economy.

The population of approximately 28,000 swells by 10,000 to 12,000 migrants and seasonal farm workers annually during the peak of the growing season. The ethnic backgrounds represented by these agricultural workers include: Spanish-speaking Caucasians, Texas Mexicans, Negroes, Puerto Ricans, Cubans, Indians, and English-speaking Caucasians. Unlike many other farming communities, this area has been growing rapidly. Within the last five years, the population has doubled. And each year, more and more acreage is being turned to agriculture in this virgin farm area, the nation's newest foodbasket.

Since each year brings different workers and families to the county, there is no accurate way to anticipate the exact number of children under eighteen who accompany their parents. However, in the Immokalee area, during the peak of the planting, growing, and harvest seasons, school enrollment is easily doubled.

It must also be admitted that many of the school-age children who are eligible to attend school do not do so, particularly those of secondary age who are able to help at home and in the fields. It is estimated that at least 4,000 children come into Collier County annually with their agricultural migrant parents.

Thus with the advent of large scale vegetable farms in the area, has come the migrant worker and his family--the transient element which was tolerated as a necessary evil to assure a bountiful harvest.

The children of agricultural migrant workers are among the most educationally deprived children of the nation. They start school late in the fall, leave school early in the spring, miss many days in travel, usually change schools several times during the year, and often are not enrolled in schools where they locate. Sometimes non-enrollment is due to the parents or to the refusal of the child; sometimes older children are needed in the home to care for younger children.

However, experience is beginning to show that when school districts offer the opportunity for education, many of the migrant children take advantage of it. The seasonal impact of migrants creates problems of grade placement, provision of teachers and facilities, school transfer records, and finance. The inability of schools to meet these problems contributes to the further retardation of these children.

Now a new dimension has entered the picture through federal assistance to promote better educational opportunities for these families, improved housing, supportive services such as health and dental care, nutritional supplements, job training, employment opportunities, etc. It has already been demonstrated in Collier County in practice that when migrants are given a choice of employment, they select locations with longer periods of employment, better wages and housing, and educational opportunities for their children.

Significant changes have been observed in Collier County among the migrant group over the past two years as a result of federally funded migrant assistance programs. Migrant parents and their children are taking more of an interest in education and their schools. Many are arranging for children to stay the entire school year or as many months as possible. Many are improving their own education through adult education and on-the-job training programs. The appeal of new skills and steady employment outside the migrant stream has changed the goals and living habits of several hundred migrants in the area--a small part of the huge influx but at least a beginning.

With federal awareness of the problems and financial support for special health and educational programs aimed at the migrants' needs, has come a revitalized interest on the part of Collier County schools, teachers, and the community. Education for the migrant has become more meaningful and more feasible.

I. PROJECT DATA (COLLIER COUNTY)

Unduplicated Count of Children Participating

A. Number of school districts where Title I Migrant Programs are operating 3

Collier County is divided into three school districts concentrated around the three urban communities of the area:

Naples	Zone A
Immokalee	Zone B
Everglades	Zone C

B. Number of public school children participating 2,970

	Elem.	Sec.	Total
Naples	621	116	737
Immokalee	1,389	663	2,052
Everglades	141	40	181
	2,151	819	2,970

C. Number of non-public school children participating 0

PROGRAM OBJECTIVES

Even though many migrant families desire better educational opportunities for their children, this desire is dulled by the lack of financial resources. Other problems include lack of ability to communicate with local school authorities, the brevity of their stay in a given community, and the general feeling of being rejected-displaced persons of America.

Children of migrant agricultural workers often share the feelings of their parents and for good reason. They are often resented and rejected by the community. Studies of age grade levels frequently show them to be from two to five years behind their age groups in education. This educational status is not an indication of their native ability but rather a reflection of a lack of consistent formal education, combined with an impoverished environment. Other contributing factors are sporadic attendance, many changes in schools during a single session, late fall entrance, early spring dropout, poor nutrition, language problems, need of medical care, and a lack of transportation.

Specific objectives of the program were:

1) to help migrant children overcome their educational deficiencies
    a) through intensive remedial instruction for small classes in reading, language arts, and mathmetics
    b) Through enrichment studies and experiences
    c) through improvement of skills and attitudes

2) to help migrant children and their families gain a sense of personal worth and dignity
   - a) through involvement in school program and activities
   - b) through work-study program for migrant youth
   - c) through adult basic education and on-the-job training for parents*

3) to develop instructional techniques productive for the specific learning difficulties of migrant children
   - a) through preparation of special teaching materials
   - b) through in-service teacher training*

4) to determine the feasibility of providing summer school opportunities for migrant children
   - a) through pilot program in Immokalee area

5) to improve physical well being of migrant children
   - a) through needed medical and dental services
   - b) through social worker services for migrant families*
   - c) through nutritional supplements for in-school children*

*Funded from other sources but closely coordinated with the ESEA I Migrant Program efforts.

Although the program was concentrated on compensatory education and health services for the migrant child, we view as our total objective his overall welfare and closely coordinated the use of facilities and services of other funded programs and community resources.

II. (A) INNOVATIVE AND EXEMPLARY ACTIVITIES

COMPENSATORY EDUCATION

In view of the fragmented education received by many migrant children resulting in achievement levels far below the accepted normal pattern, special educational attention was obviously needed for these children who could not efficiently function in the regular classroom. The goal of the educational phase of the program was to provide compensatory education in language arts, reading, mathmetics, and cultural enrichment in order to help the child better take his place in the regular classroom.

Class schedules varied from a few hours of remedial instruction to an entire day, depending on the specific needs of the group or child. Class loads for these remedial teachers were limited to fifteen children and in most instances classes were non-graded, again based on academic deficiencies. Referrals to these classes were based on objective and subjective evaluations on the part of principals, teachers, supervisors, and other specialists in the school system.

As an example, one teacher at Pinecrest Elementary in Immokalee worked with six, seven, and eight year old children who were doing remedial first grade work. The group totaled fourteen of which ten were children of Negro agricultural workers and four Texas-Mexicans. The majority of these children came to school hungry, dirty, and tired. Most of them were undernourished and had extremely bad sores as a result of squalid home living conditions.

Eleven of these children were given the Clark Reading Readiness Test in October 1967. Three were late in entering. When retested in May 1967, six of the group originally tested showed an average increase of six months. There was one phenomenal increase of fifteen months. Five of her children during this year were able to return to a regular first grade class and handle the work in a satisfactory manner.

This teacher reported these children showed strong growth in understanding and a better self-image. Whereas they had originally been uncooperative, at the end of the school term they were willing to try almost anything. They now enjoyed coming to school.

To show the effect of other supportive and cooperative services on these children, the social worker provided shoes for two youngsters. The community block-attendance worker talked individually to most of these childrens' parents with regard to better health care, cleanliness, etc. Improvement was noticeable as the year progressed. This teacher also pointed out that if free breakfasts and lunches had not been provided for these children, they would all have been malnourished. These children of hunger would eat anything and everything given to them, and plates were always completely emptied.

SUMMER SCHOOL

Since more migrant families are staying in the Immokalee area during the summer months, it was decided to continue with a compensatory education program through the summer to help close the educational gap resulting from missing several months during the school term. This plan to hold special summer classes for migrant children was announced prior to the close of the regular school year. Classes were fully subscribed long before the last day of school. Migrant children, given the opportunity, are interested in learning, and the parents are becoming more aware of the importance of their being in school and succeeding well enough to stay in school.

Classes in the Immokalee area were implemented on essentially the same basis as during the regular school term, concentrating on academic deficiencies and placing children in small non-graded groups. Children ranged in age from 7 to 14 years. 90% of these children had attended during the regular school year. Team teaching was used with these groups with two teachers and several volunteers to a class.

SPEECH PROGRAM FOR MIGRANT CHILDREN

The Migrant Program was able to provide two special education teachers for Immokalee in the area of speech and hearing problems. The special speech correction and hearing program concentrated at the elementary level at Highlands Elementary showed the following results at the end of school in June 1967:

Number of children tested	378
Number found normal	219
Number found defective	159
Number received speech correction	100
Number received lip reading	7
Number on waiting list	27

Of the 159 found defective, 15 were suffering from hearing loss. Through the social worker, children were referred to the County Health Department for treatment or other agencies for proper care. Among these were four tonsillectomies and four treated for acute otitis media.

Children were selected for these special speech classes on the basis of testing. Most of these children had to be treated on an individual basis, and schedules were worked out through the cooperation of the classroom teachers and the speech therapist.

* * * * *

As high as 40% of the school population in the Immokalee area is made up of Spanish-speaking students with English as the second language used primarily in school, and many migrant children comprehending little or no English. To help surmount this perplexing problem confronting the teachers annually, Lawrence Vito, Chairman of the Collier County Foreign Languages

Committee, prepared a handbook to help teachers meet this language barrier.

In keeping with the philosophy that English will be mastered only if it is the only language presented and is needed in all on-going classroom activities, the effort was concentrated on fostering English education of the migrant child or adult through interpretation of their own language rather than developing a bilingual setting for teaching.

This guide has proved invaluable to the Collier County teachers in developing verbal communication with Spanish-speaking migrant children. See Appendix A for a copy of Mr. Vito's guide, "The Teaching of English to Non-English-Speaking Migrants."

Also refer to Appendix B for a copy of "Oral Expression-Remedial Speech and English for the Migrant Child," prepared by one of our Title I teachers for Collier County's compensatory education program.

WORK-STUDY FOR YOUTH

A Work-Study program for youth from migrant agricultural families made a significant contribution to the education of these youth. By coordinating efforts of two programs, we were able to provide teachers for remedial instruction from ESEA I Migrant and stipends for students from the III-B Migrant Program under the Office of Economic Opportunity. This in-school employment opportunity of two hours daily has been an incentive for low-income migrant children to attend school. Teacher reports indicate that absenteeism among these students was very low. And when migrant parents are working, they leave for the fields between 4 and 6 A. M. Usually every child of age is pressed into service in the field helping to provide income. But with this youth assistance, the older child could afford to stay out of the fields while learning and could thus help with the organization of home and younger children attending school since his schedule was the same.

The in-school Work-Study Program for migrant youth was followed with a summer program for 120 students (14-21). This program operated for eight weeks into August, 1967. Two hours of remedial classes and educational activities were provided daily in reading, mathematics, industrial arts, and home economics. These classes were scheduled daily from 7:30 - 9:30 A. M. and all program participants were required to attend. The students were then placed on supervised work assignments until the end of their work day at 3 P. M.

A most imperative need of these migrant youth of secondary age is to develop skills and those understandings and attitudes that will make them an intelligent and productive participant in economic life, apart from the migrant stream. To this end these youth need supervised work experience as well as education in the skills and knowledge of occupations. We feel this phase of the program modestly met these migrant needs.

II. (B) HUMAN INTEREST

Acceptance in the community is probably one of the greatest needs of the migrant families. The influx of migrants began twelve years ago in the Immokalee area, and the usual tensions and conflicts were evident. However, over the past several years, the assistance given and interest shown these people through health care, adult employment and instruction, social and welfare services, and concern for the education of their children has demonstrated that such care and kindness can bring about change in attitude toward self and education on the part of the migrant and better acceptance by the community.

Mr. William E. Newsome, Principal at the Highlands Elementary School in Immokalee last year, and now Supervisor of Elementary Education for the Collier County School system, writes in his article, "We Open Doors for Migrant Children," about the school's sincere efforts to welcome migrants and treat them fairly and impartially. (See Appendix C) There is little doubt but that education is the main door through which the children of migrant families may expect to escape the cycle of poverty.

These efforts have had the effect of inspiring the migrants to work harder at building a better and more normal family life and, at the same time, we have shown the townspeople that the migrants deserve a full measure of human compassion and respect.

More and more of these families are calling Immokalee "home base" and arrive early in September to enroll their children at the start of school.

* * * * * *

It is not unusual for mothers or older relatives to move ahead of the migrant stream, arriving ahead of the January plantings, with carloads of children representing several families in order to enroll them at the start of school. Many migrant parents are placing a higher value on education and view a better life for their children than they have known themselves.

In the Immokalee area this past year, several migrant parents in attendance at PTA meetings have expressed annoyance with other school systems along the stream that cannot and will not enroll their children during the regular school year. This concern, even voiced by a few, is gratifying to hear.

* * * * * *

In the Immokalee area this past summer, special remedial non-graded classes were held on a full school day basis at Highlands Elementary in the subject areas of reading, language arts, and mathematics for elementary migrant children. These remedial classes for migrant children were well in session when the county's annual recreational classes and play activities began at the same school open to all children. It is interesting to report that only two students dropped from the academic schedule to attend the recreation program. This again emphasizes the interest of migrant parents in the education of their children. Attendance during the summer classes was very high, and children received much individualized attention.

* * * * * *

Teachers, administrators, and social workers have worked hard to interest the migrants in the school-community and the educational progress of their children. Teachers working in the federal programs visited homes and camps when invited and wrote letters welcoming parents to school functions and to school to discuss their children. Three social workers and social worker aides, provided through another program, have further increased the rapport between the migrant families and the school and community in general. Finally, came the day of reward. Through the cafetorium doors walked small groups of Spanish-speaking migrant parents to attend a school PTA meeting. Teachers and administrators expressed the delight they felt with smiles and a sincere welcome. Here in the same room with the white resident parents were a number of Seminole parents and also Negro seasonal farm workers and American-Mexican migrants, two groups that could rarely pass in the streets without an exchange of abusive words or a fight. Such a representation at a PTA meeting is becoming a traditional pattern in the Immokalee area, and it is a sure sign of real progress.

III. MOST PRESSING EDUCATIONAL NEEDS

Listed in rank order:

1. Inadequate command of language
    a. A survey of Highlands Elementary in Immokalee, the largest elementary school in the county, revealed that 40% of the migrant children spoke only Spanish upon entering school.
    b. About 90% of migrant children of American-Mexican cultural heritage speak English as a second language.
    c. Language test scores indicate that 51% of migrant children at six elementary schools in the county scored in the lowest quartile of the national norm. These schools were heavily populated with migrant children.
2. Nutritional deficiencies
    a. A survey of teachers revealed that free breakfasts and lunches for needy migrant children made a significant contribution to the learning process. Improved achievement in many of these children may be attributed to improved physical well-being as a result of this nutritional supplement.
3. Health deficiencies
    a. Many of these migrant children are diseased and below normal in physical development. As many as 50% suffer from at least one of such serious health problems as skin infections, frequent colds, tuberculosis, advanced hernia, parasites, etc.
4. Reading disability
    a. This is probably the most critical educational need, but unsolvable without first meeting the health and nutritional needs of the child and helping him develop English language facility.

    b. Reading test results in the county indicated that 48% of the migrants tested in grades 3, 4, 5, and 6 scored in the lowest quartile of the national norm.

5. Parental apathy combined with financial insecurity

    a. Estimates of social workers in the county are that between 8 - 15% of the school-age migrant children are not enrolled in school. Often they are hidden from "outsiders" entering the camp.

    b. The number of migrant youth (14 - 18) in school is alarmingly small. Some slight progress was made with a work-study program, but these youth are all potential dropouts.

IV. OBJECTIVE MEASUREMENTS

Iowa Test of Basic Skills: Pre-Test Scores

Through our County-Wide Testing Program, we have just completed post-testing many migrant children who were involved in the FY 67 Title I Migrant compensatory education program. Test Scoreze are now being electronically scored by our testing service. Tests administered during October 1966 served as pre-tests, and tests given in October 1967 will represent post-tests in evaluating pupil progress for one year. Post-test scores can be reported when they are available.

Pre-test results in the schools of heavy migrant enrollment are reported by grade level in the designated skill areas. Table 1 reports Reading. Table 2 reports the Problem Solving sub-section of Arithmetic Skills.

It should be pointed out here that raw scores for Mean and Standard Deviation are not reported to us for the Iowa Test. We have used the Grade Equivalent score reported to us in computing a Mean Grade Equivalent for each grade level. Mean gain in grade equivalent will be available when the post-scores are received.

TABLE 1

STANDARDIZED TEST RESULTS
IOWA TEST OF BASIC SKILLS

READING

Pre And Post	Date of Test	Iowa Test of Basic Skills	Grade Level	Number of Students Tested	G.E. Mean	G.B. Change	Number of Students Scoring in the Following National Norm % tiles: 0-25	26-50	51-75	76-99
PRE	10/66	I.T.B.S.	3	287	2.57		131	73	55	28
POST	10/67	Reading	3							
PRE	10/66	I.T.B.S.	4	273	3.57		98	98	47	34
POST	10/67	Reading	4							
PRE	10/66	I.T.B.S.	5	259	4.57		98	88	50	23
POST	10/67	Reading	5							
PRE	10/66	I.T.B.S.	6	229	5.13		103	69	55	27
POST	10/67	Reading	6							
PRE	10/66	I.T.B.S	7	174	5.92		82	59	20	13
POST	10/67	Reading	7							
PRE	10/66	I.T.B.S.	8	148	6.57		82	29	23	14
POST	10/67	Reading	8							

TABLE 2

STANDARDIZED TEST RESULTS
IOWA TEST OF BASIC SKILLS

ARITHMETIC SKILLS

Pre And Post	Date of Test	Iowa Test of Basic Skills	Grade Level	Number of Students Tested	G.E. Mean	G.E. Change	Number of Students Scoring in the Following National Norm % tiles: 0-25	26-50	51-75	76-99
PRE	10/66	I.T.B.S.	3	277	2.83		131	73	55	28
POST	10/67	Arithmetic Skills	3							
PRE	10/66	I.T.B.S.	4	137	3.68		98	88	45	37
POST	10/67	Arithmetic Skills	4							
PRE	10/66	I.T.B.S	5	259	4.49		117	81	42	19
POST	10/67	Arithmetic Skills	5							
PRE	10/66	I.T.B.S.	6	228	5.22		104	84	55	27
POST	10/67	Arithmetic Skills	6							
PRE	10/66	I.T.B.S	7	174	5.56		82	59	20	13
POST	10/67	Arithmetic Skills	7							
PRE	10/66	I.T.B.S.	8	150	5.87		95	36	13	6
POST	10/67	Arithmetic Skills	8							

IOWA TEST OF BASIC SKILLS: PRE- AND POST-TEST SCORES

In order to measure the progress made by children in our program during the 1966-67 school year, a pre- and post test was given, scoring all skill areas of the ITBS in two representative grades.

Children in the third and fourth grades at Highlands Elementary were tested seven months apart. There were 299 migrant children affected by the program in some way enrolled in these third and fourth grades during the year.

Sporadic attendance, late entrance, and early withdrawls affect not only his academic achievement but our attempts to evaluate the migrant child's progress in achievement. Although a total of 299 children in these classes were exposed to some portion of the program for varying periods of the school year, pre- and post-tests could be scored for only 117. A breakdown of enrollment fluctuation for migrant children in this test group is shown below.

TABLE 3
ENROLLMENT OF MIGRANT CHILDREN
IN THE ITBS TESTING GROUP IN HIGHLAND'S 3rd AND 4th GRADES

59	Entered after first testing period in October and withdrew before second testing period in May 1966	19.8%	Not here for testing
123	Enrolled during one test period only	41.1%	Here for one test
117	Pre- and post-tested	39.1	Pre- and post-tested

Total equals 299 enrolled during the school year.

For the purpose of a sample evaluation, the results of both the spring and fall administrations of the Iowa Test of Basic Skills at Highlands Elementary in grades 3 were used. The comparisons were made on the basis of mean gain in grade equivalent measured in months. The following sub-tests of the ITBS were examined:

Vocabulary
Spelling
Reading
Arithmetic Problem Solving

The independent variables or conditions examined were:

1. Migrant children in special remedial classes.
2. Migrant children in regular classes.
3. Non-migrant children in regular classes.

Since the ITBS was administered twice during the year, seven (7) months apart, we can say with some assurance that the mean gain in grade equivalent by months on the national norm is seven (7) months.

TABLE 4
COMPARISONS OF ITBS SCORES - GRADE THREE

Subtest	Population Description	Mean GE Gain (in months) *
Vocabulary	Migrant-Special Class	3.5
	Migrant-Regular Class	3.8
	Non-Migrant-Regular Class	4.0
Reading	Migrant-Special Class	6.5
	Migrant-Regular Class	5.5
	Non-Migrant-Regular Class	5.8
Spelling	Migrant-Special Class	6.0
	Migrant-Regular Class	5.8
	Non-Migrant-Regular Class	5.9
Problem Solving	Migrant-Special Class	6.3
	Migrant-Regular Class	5.9
	Non-Migrant-Regular Class	5.8

* Scores reported are pre-and post-test scores for the same children

Although in the third grades it would appear that the children designated "Migrant-regular class" experienced almost as much growth, expressed in G. E. gain in months, as children in the special classes, we need to compare the achievement and skill level of each group at the program's start.

Table 5 on the following page shows that children provided with intensive remedial help in special classes (MSC) began with disabilities more severe in the skill areas or with the English language than children placed in a regular classroom. The selection of "special" classes as presenting a successful setting for improving the achievement level of underachieving migrant children was further justified by these findings.

The post-test mean in Table 5 represents 100% of the total skills acquired for their total months in school. Both the gain in skill levels expressed in G. E. and their rate of growth exceeded that of children in the regular classroom.

TABLE 5
RATE OF GROWTH IN READING MATHEMATICS

IOWA TEST OF BASIC SKILLS

A Comparison of Third Grade Children
in Special Migrant Classes with
Migrant Children in Regular Classes.

Third grade migrant children who fell in the lowest quartile on the Iowa Test of Basic Skills or who were hampered in their achievement by language difficulties attended Migrant Special Classes (MSC) for remedial work. Pre-testing a mean 2.4 months lower in Reading than a group of migrant children retained in a Regular Classroom, at the end of seven months, there was only 1.2 months difference in their mean performance. In problem solving, MSC began a mean 5.9 months behind and post-tested 5.9 months behind the regular migrant children. This gain however, represents 23% of their total skill achievement. 100% represents total skills possessed.

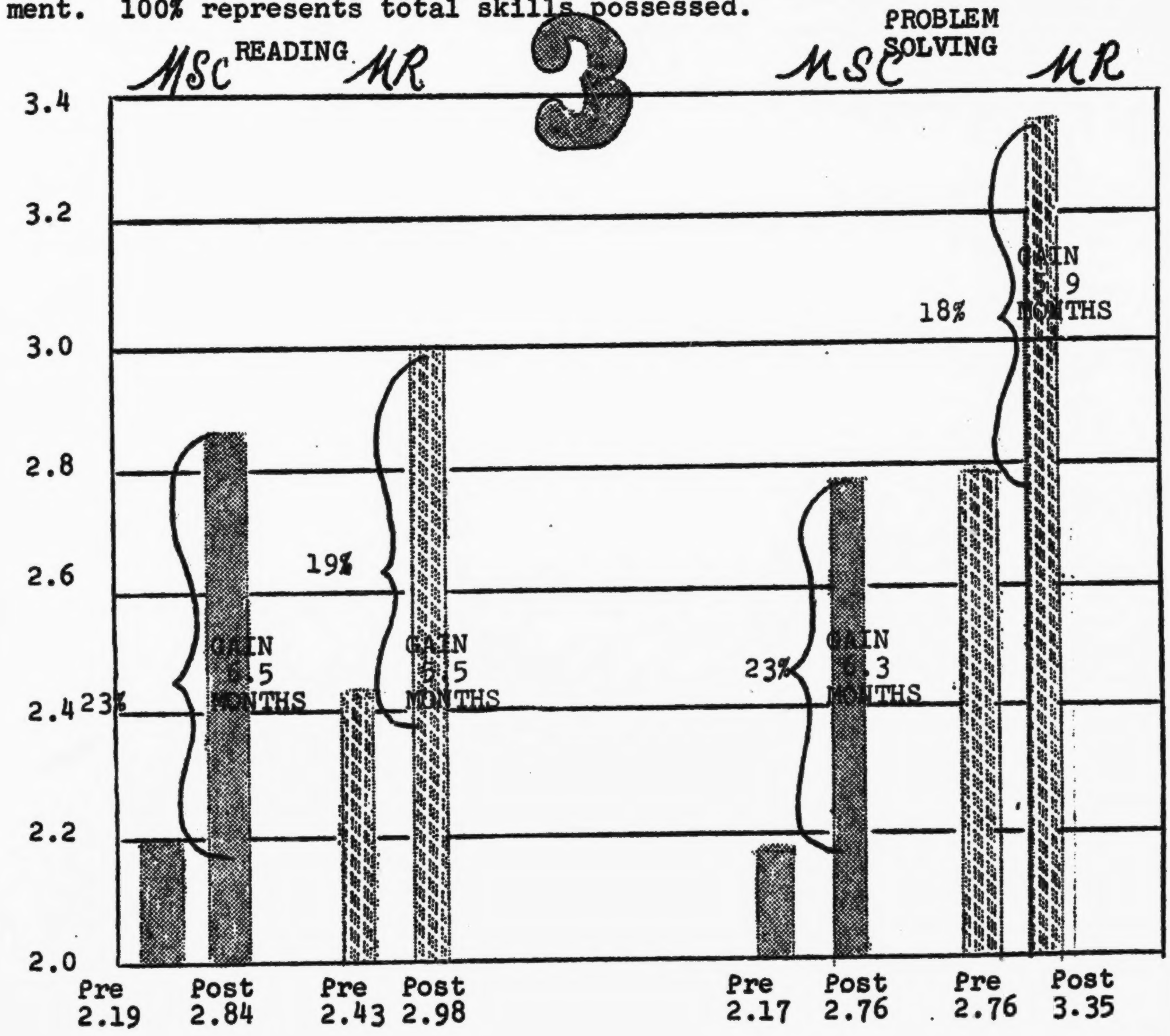


TABLE 6
*ANALYSIS OF IOWA TEST OF BASIC SKILLS
1966-67
Combined MSC and MRC

Highlands Elementary

SKILL AREA	No. Tested		0-25	26-50	51-75	76 99	GRADE EQUIVALENT AVERAGE
3RD							
VOCABULARY	No. 53 Tested	PRE	24	23	6	0	
		POST	29	21	3	0	
READING	No. 54 Tested	PRE	24	24	4	1	2.33
		POST	26	23	4	1	2.92
							G.E. Gain =.59
PROBLEM SOLVING	No. 54 Tested	PRE	23	15	11	5	2.51
		POST	15	29	6	4	3.11
							G.E. Gain = .60
4TH							
VOCABULARY	No. 63 Tested	PRE	43	16	4	0	
		POST	42	4	3	0	
READING	No. 62 Tested	PRE	32	23	5	0	3.19
		POST	38	16	6	0	3.49
							G.E. Gain = .30
PROBLEM SOLVING	No. 63 Tested	PRE	33	18	10	2	3.14
		POST	23	30	7	3	4.05
			1st	2nd	3rd	4th	G.E. Gain = .91
			Quartiles				

*Number of pupils falling within percentile range indicated. Test scores of MSC and MRC are combined to report performance of all Migrant children in these two classes.

Norm Post-test for the 3rd Grade is 3.8.

Norm Post-test score for the 4th Grade is 4.8

California Reading and Language Tests

Special reading classes were formed on the basis of referrals by teachers and the scores of the two California Tests. The performance on vocabulary and reading comprehension with its sub-sections in reading skills and the specific skills of capitalization, punctuation, and the proper usage of words were utilized by the teachers in determining the direction and scope of remedial work.

Scores are reported for pupils who took both the pre- and post-tests. Only children who participated in remedial reading and language instruction groups were post-tested.

TABLE 7
STANDARDIZED TEST RESULTS
SCHOOLS WITH HEAVY MIGRANT POPULATIONS

READING

Pre And Post	Date of Test	Name of Test: Sub-Section	Form	Grade Level	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring in the Following National Norm % tiles: 0-25	26-50	51-75	76-99
PRE	9/66	California: Reading	W	LP-2	15	31.1	15.78	15			
POST	5/67	California: Reading	X	LP-2	15	53.6	22.60	14	1		
PRE	9/66	California: Reading	W	UP-3	22	38.3	7.75	15	7		
POST	5/67	California: Reading	X	UP-3	22	34.6	22.69	18	4		
PRE	9/66	California: Reading	W	E-4	16	26.4	9.95	13	3		
POST	5/67	California: Reading	X	E-4	16	29.7	17.61	13	3		
PRE	9/66	California: Reading	W	E-5	15	51.2	20.91	12	3		
POST	5/67	California: Reading	X	E-5	15	67.9	22.89	10	2	3	
PRE	9/66	California: Reading	W	E-6	17	69.5	19.51	7	5	4	1
POST	5/67	California: Reading	X	E-6	17	73.9	13.82	13	3	1	
PRE	9/66	California: Reading	W	JH-7	22	49.7	17.32	13	6	3	
POST	5/67	California: Reading	X	JH-7	22	51.4	20.42	17	4	2	
PRE	9/66	California: Reading	W	JH-8	20	68.6	18.89	11	3	5	1
POST	5/67	California: Reading	X	JH-8	20	67.9	25.82	13	3	3	1
PRE	10/66	Alice and Jerry		2	32	30.9	9.4				
POST		2nd year Readiness		2	32	55.4	13.34				
						G.E: Mean	G.E. Gain				
PRE	9/66	Lee-Clark:		1	40	.29					
POST	5/67	Reading Readiness		1	40	1.31	1.02				
PRE	10/66	I.T.B.S.:		3	54	2.33		24	25	4	1
POST	5/67	Reading		3	54	2.92	.59	26	23	4	1
PRE	10/66	I.T.B.S.:		4	62	3.19		33	24	5	0
POST	5/67	Reading		4	62	3.49	.30	38	16	6	0

Results of the tests:

The results of these tests show that Title I ESEA Migrant has provided a means through compensatory education to raise the achievement level of migrant children. Gains in achievement were recorded in language, reading, vocabulary, spelling, and mathematics. Children in the lowest grade levels appear to have experienced the greatest improvement. The area of greatest gain as measured by the test results in the pre- and post-tested 3rd and 4th grades on the I T B S was in the Arithmetic subsection: Problem Solving. In this test the language factor was not present, and the children showed strength in the skill they had acquired. In Problem Solving, 44% of all migrant children tested gained one full year or more in skill level as reported by the test.

In reading, too, the gains of individual children were noteworthy. 34% of all tested improved one year or more. These figures do indicate substantial individual improvement. But since the mean G.E. score for the groups did not equal the hoped for norm of seven months gain, we need to intensify efforts at developing reading ability among these children having the greatest language disabilities. Their improvement in other areas, not involving reading, reflect the childrens' receptiveness to learning. In reading performance, language deficiency was a handicap.

Test results, however, only measure to a partial degree the success of the program. From other measures, reports, and observations of teachers, principals, and social workers commenting on the improved attitude and interest of parents, health improvement resulting from medical care and better nutrition, and improved attendance in all migrant schools, we know the overall impact of the program far surpassed the progress in academic skills that could be recorded in tests.

This year's program activities have created the climate for further academic gains. Although test score results reflect improvement, other indices of pupil progress would indicate that the tests are showing a "lag in achievement" which has been preceded by an increase in his desire to learn and in the value he places on learning. The breaking of social barriers through his acceptance and being accepted have conditioned a fuller participation in the school program. Improved facility in language and expression, one of the primary goals and the area of special emphasis in all activities in remedial groupings, has brought about an increase in confidence, competence, interest, favorable feelings toward himself and others in the school setting.

The migrant child has many handicaps to overcome before he is fully prepared to realize optimum benefits from the learning program: Poor health, undernourishment, impoverished home conditions, feelings of inadequancy and estrangement, lack of familiarity with routine and usual middle class customs, etc. These problem areas must be mitigated before the child is able to learn and grow. Measures have indicated that the program has been successful in creating an improved learning atmosphere by alleviating some of these problems impeding achievement.

Appropriateness of these tests for measuring the achievement of migrant children:

Teachers testing migrant children with standardized test materials felt that the tests given were not appropriate, being too difficult and presenting vocabulary and concepts geared to a middle class urban child. This complaint was almost universal among teachers.

The one exception was the Stanford Achievement test which was administered at the start of the summer educational program. The faculty rated this instrument most useful to supplement teacher recommendations in placing children in ungraded classes. Analyses of the skill areas tested provided excellent information in determining the point from which the teacher could start work on an individual basis.

According to many teachers, the standardized tests may well fail to give the migrant child, and particularly the Spanish-speaking child, an opportunity to perform well. Test-wise, however, they have a certain appropriateness. The tests do reveal where in percentile rank and G. E. placement the child does fall compared to the national norm and are valuable in directing our efforts to those whose skill levels fall in the lowest quartiles. They do indicate which children probably would not perform well at this grade placement level in a regular classroom. Standardized tests do guide us to specific areas of weakness. Given more practice with such materials, and the development of skill levels tested through concentrated remediation, we felt that standardized tests will reflect the child's progress.

TEACHER-DEVELOPED TESTS

1. Many teachers reported using publisher's reading inventories, weekly quiz sheets and periodic comprehension tests from "The Weekly Reader" and "Scholastic Magazine" series in addition to their own tests of material and concepts covered. They report that these provided a better measure of the child's progress for he is dealing with vocabulary, concepts, and methods with which he has become familiar in a learning situation. Teachers praised these materials as a check on progress.

2. Teacher developed tests were used within the classroom on small groups to help the teacher access individual, group, and classroom progress toward teacher-set goals and to point up areas needing further practice. Their purpose was not to evaluate the program's activities per se; hence, they were not structured for or administered to large groups.

C. Other Objective Measurements

The achievement of the migrant child in school has traditionally been hampered by sporadic attendance.

For a three-month period in 1965, the attendance of 41 migrant children was charted in one of the Immokalee schools. Their attendance rate by aggregate days of attendance/aggregate days of membership was 86%.

To measure objectively the effect special assistance may have had in improving this poor attendance record, we made some attendance comparisons in the schools of heavy migrant student population versus other schools for the 5th and 7th months. The 5th month is generally the peak enrollment period for migrant children. Table 8 indicates some positive conclusions.

TABLE 8
ATTENDANCE DATA
HEAVILY POPULATED MIGRANT SCHOOLS VERSUS OTHER

	5th Month			7th Month		
	1966	1967	% Gain	1966	1967	% Gain
Migrant	90.04	93.49	3.45	91.91	92.95	1.04
Other	92.65	94.49	1.84	92.66	93.78	1.12

V. SUBJECTIVE MEASUREMENT

A. Summarize subjective data (teacher, administrator and parent assessment) which show:

1. Change in the achievement and skill levels of project participants:

As a result of placement in small homogeneous classes, many of these underachieving migrant children found themselves for the first time in a learning situation in which they could achieve academically. Many of these children who in the regular classroom situation were either discipline problems or withdrawn and confused, showed more interest and enthusiasm and were soon participating in organized class recitation and free discussion. There was a marked interest shown by the children in their own progress along with a degree of competition on tests and exercises. "Have I improved?" "Was that better than last time?" Were questions often voiced. Competition and desire for recognition became evident.

Of the children given remedial instruction, about 25% were returned to regular classrooms sufficiently prepared for grade level work. Additionally, as high as 30% of those in special self-contained classrooms were rated by their teachers to have achieved skills for regular classroom grade level. One teacher summarized progress as most evident in those cases where the situation of the migrant family had changed to permanent. A number of these parents were employed as adult aides in the schools under the III-B Migrant Program.

Progress was, of course, individual. Below are some typical comments of teachers concerning their work with remedial groups:

> "Some groups of children came into the program not able to speak or understand English, and by the end of the year were proudly reading low level materials."

> "Remedial group struggled at first with kindergarten, 1st, and 2nd grade materials. 15 children were brought to 3rd grade level. 13 brought to 2nd grade level."

> "From the 4th grade group, four have been transferred to a higher level. 2nd grade - 6 returned to regular class. 3rd grade - 21 returned to regular class and one transferred to 4th grade."

"I worked with these children by groups in their regular classroom. When I recognized that a child could move faster, I moved him to a higher group. Several children were moved up two or three groups."

"Help has been directed toward spelling and grammar as we attempt to raise their reading ability. Homeroom teachers have reported that in some instances improvement has been noted in general classroom participation."

"Since March, these children have enjoyed stories, and the greatest advancement has come in reading. One student moved from readiness to primer reading in two months."

"They have learned to try to take care of things, both their own and other's. They have learned to use the bathroom properly which they did not know before. They keep desks clean and take care of books. They are now beginning to learn some self-discipline."

"A fifteen year old girl participated in the student work-study program. Thanks to this help she did not drop out of school. In fact, it made her work harder at her school work."

"Many of them progressed from a 1st grade reading level to a 2.5 level and progressed from being barely able to add and subtract to long division."

2. Change in behavior attitudes or self-concept of project participants:

Interest, curiosity, and initiative are at a higher level now than when the program started. Many teachers responded with a genuine desire to help in personality development. Children were better able to express themselves.

Migrant children, particularly those of Spanish background, generally volatile, not used to giving or gaining in group situations, learned to work within a group, showed more awareness of others. Behavior was generally improved. The children responded to the individualized teaching, aroused by the knowledge of someone caring if they learned.

Children evidenced an enhanced self-image as indicated by:

increase in self-confidence
improvement in grooming, appearance
willingness to try new situations

Some representative teacher comments will illustrate the behavioral changes that have taken place:

"My children love school and are never delinquent. Many of them have developed a better self-image and understanding. They are no longer pessimistic of their capabilities. They are willing to try almost anything. They love school and almost everything it entails."

"Some children are taking more interest in their appearance and cleanliness when they come to speech class, for if they are dirty, they always wash before class begins."

"My students feel at ease with me. They feel free to talk about what is bothering them. School is no longer a frustrating situation in which they experience only failure, so they are very receptive."

"The greatest accomplishment I experienced was seeing over half of my students improve in reading, and most of them learning to enjoy it."

"Students who resembled 'wallflowers' when they first came to us, by the end of the year were volunteering to answer questions, give their opinions, and help their classmates. As their self concept improved, their appearance changed to new hair styles, clean shirts, and even the use of perfume and deodorant. These changes did not take place overnight, but over the period of the school year."

"Most of the students have developed a good attitude toward school because they have found someone who has the time to help them with their work as well as listen to their personal problems.

"A class of their own level seemed to allow them release to read without embarrassment and tension. In small classes they relaxed and showed great improvement."

"In the development of personality, many students showed remarkable improvement. Because of the smaller classes, they were able to express themselves more often. This was especially true of the Indian children."

Many of these students have demonstrated a better attitude toward school and learning this past year. Using traits teachers had cited as guideposts to changed behavior, the chart on the following page summarizes the degree of improvement on selected characteristics among the migrant student population.

B. What conclusions have been drawn about the success or failure of program activities as a result of these data?

From the optimistic reports of principals and teachers who have worked most closely with the migrant child, we feel the program within its financial limits was successful.

On the basis of achievement data and teacher comments, the attributes that showed the greatest improvement, expression and confidence, reflect definite progress toward our goal of helping the migrant child improve his self-concept in relation to school and learning. Attendance improvement further indicates to us the success of a comprehensive approach including improved health and nutrition and the involvement of parents in educational, skill building, and job training activities.

C. Indicate any change in behavior or attitudes of others which may affect the achievement and attitudes of the migrant child.

The Migrant Institute and in-service training described in Section VII has brought about a much better understanding of the migrant child on the part of teachers to the benefit of these children. Home and camp visits, many on an invitation basis, have greatly improved relations between migrant families and the school-community. Effort is made not to refer to or label children as Spanish or migrant.

William E. Newsome's article in Appendix C accurately and sincerely depicts the gradual change in attitude of growers and residents to the migrant group.

The involvement of migrant parents in school activities and adult education has created a new outlook on the advantages of education which will surely benefit their children.

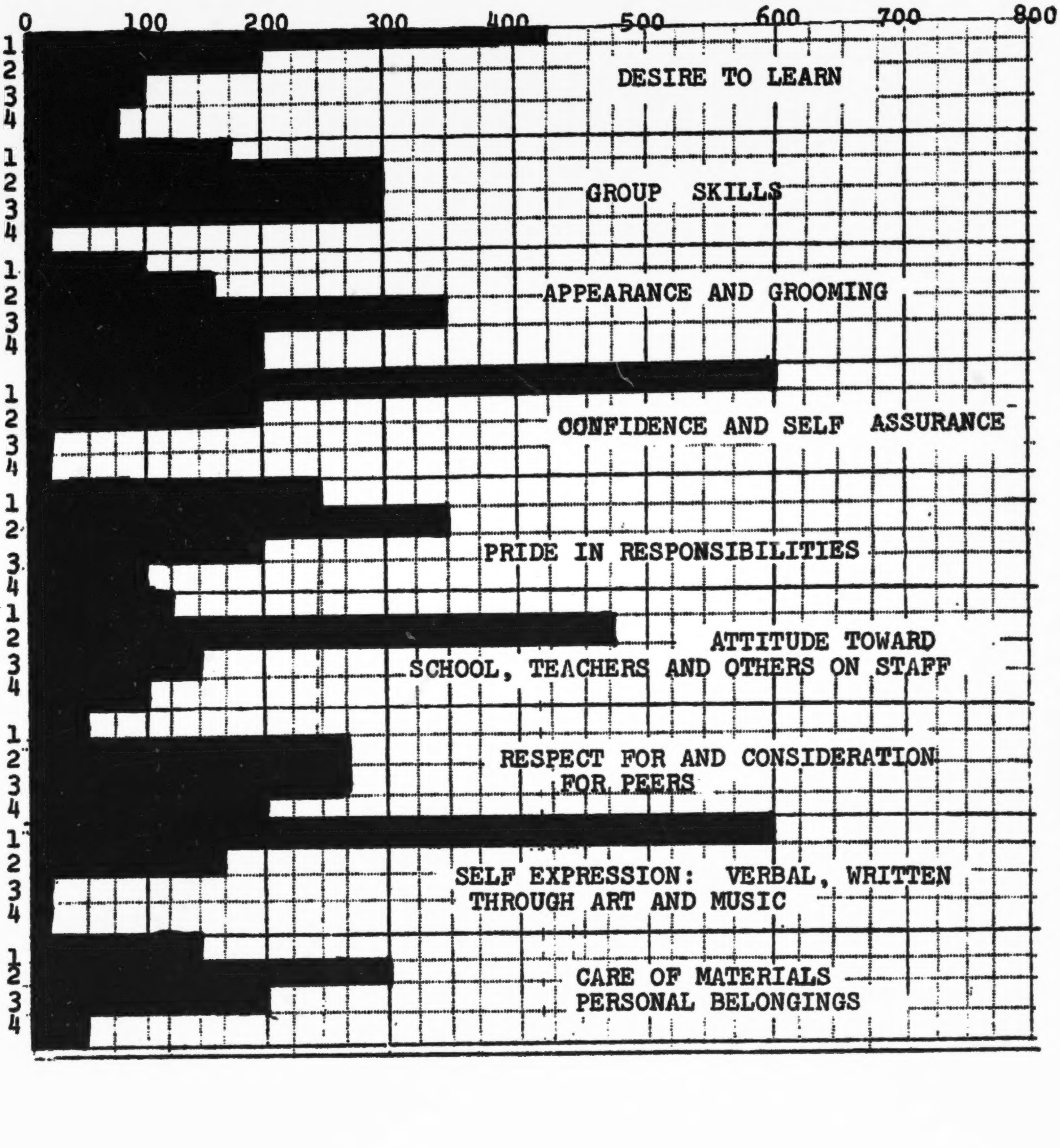
V. A. (2) Cont.

ATTITUDE AND BEHAVIOR SCALE

Compilation of behavior and attitude scales based on behavioral characteristics teachers had reported. This chart represents the rating of their children bu 20 teachers. Each of 800 children was rated just once; either by homeroom teachers or remedial teaching specialist.

1 Vastly Improved
2 Much Improved
3 Somewhat improved
4 No Change

K E Y :



VI. GENERAL PROGRAM EFFECTIVENESS

A. Services specifically provided to migrant children that heretofore have not been provided:

1. Portable Classrooms to Accommodate Special Migrant Classes:

During the 1966-67 school year, 16 portable classrooms were placed on the migrant project school sites. It was necessary to secure these portable classrooms because a severe shortage of classroom space existed in these schools during the influx of the migrant population. The original III-B Migrant proposal stated that these be procured on a lease-purchases basis by the Collier County Board of Public Instruction over a three-year period. The ESEA I Migrant Program made it possible to continue the use of these classrooms for special small classes of migrant children.

Because of the availability of these additional classrooms, much needed compensatory educational classes for migrant children were possible as outlined below.

2. Compensatory Education for Migrant Children:

The Title I ESEA Migrant Program provided compensatory education for underachieving migrant children. Teachers were provided to teach remedial basic subjects including reading, language arts, arithmetic, and cultural enrichment reaching all levels in schools with migrant children as needed. Classes were restricted to approximately 15-20 students in order that individual differences and difficulties could be recognized and each child was able to meet with some success. Achievement level of the child was determined before placement in appropriate remedial classes.

a. Determination of Reading Level:

Through the implementation of a County-Wide Testing Program begun in the fall of 1966, the reading level of all children could be determined. An effort was made to systematically test the migrant child for proper grade placement within a week after his arrival. This was done on a referral basis to testing personnel by principals and teachers. This coordinated testing program was the first of its kind for Collier County and was an outgrowth of evaluation needs of our regular Title I. The ESEA I Migrant Program would have been far less effective had organized testing and interpretation not been available for the teacher.

Standardized tests used:

1. Lee-Clark Readiness
2. California Reading Test
3. California Language Test
4. Iowa Test of Basic Skills
5. At various grade levels, publishers' Readiness tests such as Harper-Row were used.
6. Stanford Achievement supplemented recommendations from the child's special or regular classroom teacher for his placement in summer school program. These test scores were useful in analyzing individual skills for structuring individual teaching.

b. Improved Grade Placement:

The addition of federal teachers to the school program created more flexibility in grade placement and resulted in smaller classes for all children in the schools with heavy migrant populations. Children, though overage and lacking in lower grade level fundamental skills, were grouped with others of his age group needing special attention. For instance, a twelve year old boy reading at 2nd grade level need no longer be placed with seven year old children.

c. Emphasis on Oral Language Development:

Audio-visual materials acquired through the ESEA I Migrant Program, the regular Title I, and through county school funds facilitated a program that emphasized oral expression found so essential as a predecessor of teaching reading, language development, and writing to Spanish-speaking students.

d. Expanded Library Materials:

Through the ESEA I Migrant Program we were able to provide expendable paperbacks and workbooks of high interest material and reduced vocabulary which have been very helpful in motivating these children to study and read. These inexpensive expendable materials were made a part of the classroom library available for issue to students to take home. Some of these material were distributed for home use by the migrant children. Many of these children have never owned a book or a box of crayons.

In addition, considerable audio-visual materials were provided for these classes. The tape recorders deserve special mention as they were especially helpful in language development with these children.

3. **Improved Health Services:**

The health and physical welfare of the children participating in the Title I program were greatly improved through services provided and funds to support them. Improvement in behavior and level of achievement was noted in children whose needs were being met by this objective of our program. The inclusion of medical services in the program was one of the most gratifying and rewarding experiences of the project.

The Migrant Nurse has been well accepted by the migrants She must work rapidly in order to secure any degree of success in effecting correction of physical defects because of their mobility. These children have a higher percentage of defects than the average public school child. Therefore, this staff member must be aware of the facilities and resources available and how to utilize these services. By coordinating our efforts with the County Health Department, we believe maximum benefits accrued to these migrant children.

During the season, the demands upon the health nurse were far greater than one person could practically and efficiently meet. We are hopeful of increasing this staff to meet the need. Below is a brief resume of the Migrant Nurse's activities for the months of May, June and July.

School Activity

45	School visits
45	Teacher conferences
94	Eye screening tests
4	Eye defects found and corrected
40	Audiometer screening
78	Tuberculosis skin test
1	Tuberculosis suspect
83	Physical examinations in private doctors' offices

Defects Corrected from Physicals

2	Hernia repairs
3	Tonsillectomies and treatment
5	Skin infections
5	Cardiac defects
18	Anemia cases - slight to moderate
10	Malnutrition cases - slight to moderate

Immunizations

11 Clinics conducted
289 Immunizations administered (Pertussis, Diptheria, Tetanus, Polio, Measles, and Smallpox)

General Medical Clinic

14 Clinics

Treatment and health guidance given to:

18 Ear infections
44 Secondary skin infections
5 Skeletal
6 Urinary
4 Venereal Disease
10 Throat

Parasite Treatments

15 Treatments given with health instruction

Anti-Convulsive Clinic

1 Referral to clinic in Dade County

Florida Crippled Childrens' Commission

2 Referrals to clinic in Dade County

Mental Health

3 Children referred to psychologist for evaluation

Communicable Diseases

11 Impetigo cases, complete follow-up
4 Pertussis cases, complete follow-up
4 Pink eye cases, complete follow-up

Two meetings were held with parents for health education.

Thirty home visits were made for follow-up on conditions found in clinics and referrals from private physicians. When conducting a home visit, a health appraisal is made of the complete family. Environmental sanitation is stressed and other aspects of health education are conducted.

Numerous telephone calls have been made in coordinating services and completing referrals.

Parental conferences were scheduled by the nurse to explain the health of the child and help the parent plan for his care.

Some of the Difficulties Encountered:

Inability to find parents at home due to working hours
Other persons bringing child to clinics instead of parent
Deplorable housing and sanitation conditions
Poor personal hygiene
Poor nutrition aggrevated by inability to purchase adequate food
Lack of motivation

4. Transportation Service:

A passenger bus was purchased under the Title I Migrant Program to provide transportation to the County Health Clinic in Naples for emergency care, examinations, dental care, etc. for migrant children from the Immokalee area. This area has the greatest concentration of migrant children and is located 43 miles from most medical and dental services available.

* * * * * * * *

Noted changes in attendance:

Average daily attendance in Collier County schools with heavy migrant enrollment has always been considerably lower than in other schools in the county. Although the special assistance being provided for migrant families is still far from adequate or sufficiently comprehensive, we felt the overall migrant assistance proffered in Collier County the past year should reflect some positive indication of better attendance among migrant children as a result of more health care, improved nutrition, compensatory and enrichment classes, social worker and attendance worker contacts, education and job training for parents and consequential stable income and regular hours, along with other concerted efforts by the school and community to change attitude.

The following charts comparing attendance in the 1965-66 school year to 1966-67 during the 5th and 7th months give support to our presumption showing that there was noticeable improvement in attendance in the migrant schools, and particularly during the peak of the season which would be the 5th month.

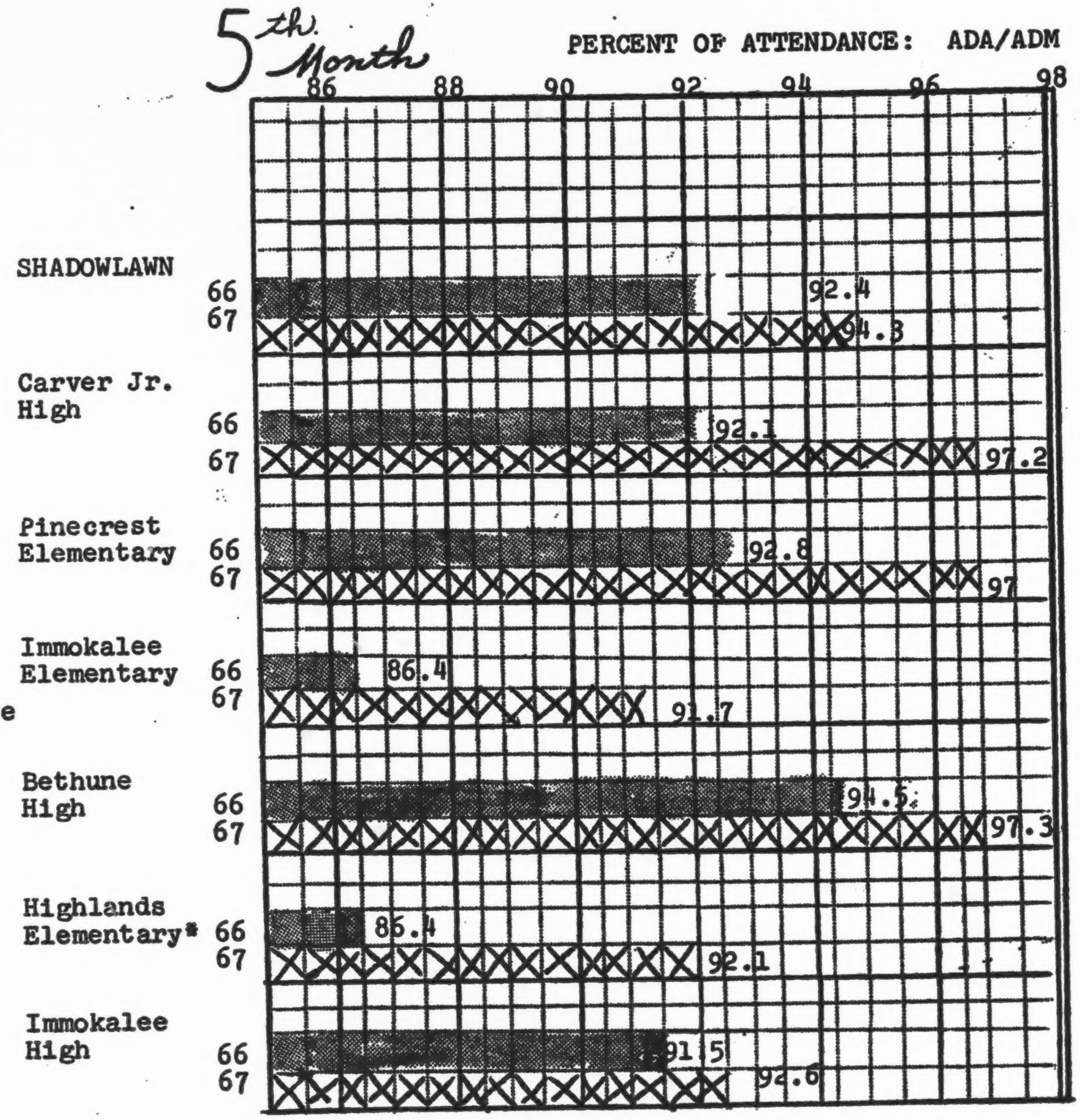
ATTENDANCE IN

"MIGRANT SCHOOLS"

All the Collier County Schools of highest concentration of migrant enrollment are represented showing ADA/ADM for the fifth month, the month of peak migrant enrollment.

Effective improvement in attendance occurred in all migrant schools which was not true of other schools in the county.

*Highlands Elementary was new in 1966-67 drawing children from Immokalee Elementary. 1966 attendance Highlands is based on Immokalee 1966 attendance.



B. Project Activities Judged Most Effective at Grade Level Listed:

1. Grade 1 through grade 3

   a. Language development and oral expression activities
   b. Health services
   c. Bilingual personnel
   d. Smaller classrooms
   e. Remedial reading and mathematics programs

2. Grade 4 through grade 6

   a. Remedial reading and mathematics programs
   b. Health services
   c. Dental care and transportation to health facilities
   d. Audio-visual reading training equipment
   e. Smaller classrooms

3. Grade 7 through grade 12

   a. Work-Study Program
   b. Health Services
   c. Transportation to dental and health clinic
   d. Remedial reading and mathematics program

C. Classroom Procedures:

1. Classroom procedures which have been most effective in changing the achievement, behavior, attitudes and attendance of migrant children:

   Individualized instruction in a homogeneous ability grouping: Some teachers served in special migrant classes of 10-15 pupils, academically ungraded, in which the pupils assigned had common problems of language and/or reading. Pupils assigned fell within certain grade limits. Teachers concentrated in the specific areas of each student's weaknesses in addition to presenting the entire academic school program. Emphasis was on giving the children a number of small, daily successes in some area of school work. We found we were dealing mainly with attitude problems; a past history of apathy, failure and confusion; feelings of not really belonging to the school community; attitudes of poor self-concept, and in some cases, hostility.

   For these particular students, generally the lowest achievers who did not have the skill tools or language facility to compete in a normal classroom, this arrangement was found highly successful. Children lost self-consciousness and felt motivated to participate and compete. Behavior improved as children won recognition for their accomplishments.

Basis for determination of success: ITBS scores of children from this type of class showed a gain of 5.5 months in reading and 5.9 months in problem solving on the average. Very heartening was the fact that one-fourth of the children made as much as a year gain in each of those two skill areas. We do not have the children's ratio of learning and progress rates for previous years, but considering the handicaps, language barriers, and negative attitudes with which they began the program, the improvement to us represents great progress. Teacher questionnaires (See Appendix E) completed by each of the project teachers revealed that as a teaching experience, the individualized instruction in a classroom that maintained its continuity was the most rewarding in accelerating student progress.

Principals' observations cited that individualized instruction brought the most consistent improvement in childrens' performances in all areas.

2. Physical Setup of the Program:

The schools of Collier County are integrated with permanent resident and migrant children in the same schools, and except in the special cases aforementioned, regular classrooms are a mixture of various ethnic and minority groups including migrant and resident children. There are no exclusively migrant schools in our county, but the Immokalee area has a preponderance of migrant population so many classes in these schools might include 50 to 75% migrant children.

Teaching assignments of the federally funded teachers were coordinated with the regular school program to capitalize on the experience and special abilities of all teachers, depending on the needs of the students at various age levels, and the availability of space for a separate grouping.

a. In the primary grades, some teachers were assigned small groups of children to whom they presented the total primary curriculum, based on the needs of their children.

b. Two classes were made up of late enrolling migrant children who had such extreme language difficulties that a bilingual teacher was put in charge. Their skill levels were on the average one year below grade level. Little progress, if any, would have been made in a mixed class. Progress of sample classes is reported in Section IV, Objective Measurements.

c. In other situations, the teacher worked with a regular teacher in a team teaching combination and assisted in presenting certain aspects of remedial reading during reading classes, and as the regular teacher presented other subject areas, he worked with the underachievers in that subject.

d. In cases where the ESEA migrant teacher was a subject matter specialist, migrant children were sent from regular classrooms during the entire school day while the regular classroom teachers retained the underachievers in the clsssroom for remedial instruction.

e. In the intermediate grades, the remedial teachers held classes in the subject matter areas, and the underachievers were sent to the remedial class for instruction.

There was no standard pattern, but rather the attempt was made to use the teachers to the best advantage in meeting the needs of the migrant children needing special educational assistance. In fact, we had one teacher assigned to teach English as a foreign language. Until the children could understand and speak English, the rest of the school program would be meaningless.

D. Program Materials of Significant Assistance:

All audio-visual equipment and materials available in the school were equally available to all special migrant classes. Such supplemental teaching aids if properly used, add vividness and reality to the learning process. The interest of these children must be aroused and maintained, so presentations had to be interesting and active. These teaching aids were excellent for these children as they provided experiences ordinarily denied them.

All teachers involved in the compensatory educational program found the most success in the verbal method of learning with these children. Therefore, all teaching aids that encouraged verbal expression were rated especially high.

Below are listed some of the equipment and materials most effectively used in the migrant program:

	Activity
1. Tape Recorders and Tapes	This equipment was an integral and effective part of our language arts program using the aural-oral approach. Each school in the migrant program was supplied with at least one tape recorder for use in these special classes. These recorders were used in many ways for language, reading, and vocabulary development: a. Used as "talking books" with pre-taped stories. b. Used as listening stations. c. Children can gain self-confidence by taping their stories rather than talking to the total group. As a follow-up, the teacher transcribed for reading practice. d. Children can compare, contrast, and differentiate their speech patterns from their previous recordings.
2. Controlled Readers and Language Masters Tachist-O-Scopes	a. Increase rate of reading b. Sight recognition skills c. Selection of material appropriate and of interest to children. d. Self-testing for increased rate and for self-improvement charts
3. Flash Cards	a. Games, group activities, "conductor"game. b. Drill. Number combinations, vocabulary.

4. Phonics Charts	a. For blends and sounds which are not common to Spanish-speaking children.
5. Record Players	a. Music was found very successful at all ages to overcome fear of reading. The culminating activities combined music and reading.
6. Reader's Digest Skill Builders S.R.A. Reading Labs Schoolfield-Timberlake Phonovisual Method	a. Language Arts/Reading development
7. Puppets	a. Puppet shows with children making puppets and taking parts.

Migrant children are no different than other children in that classroom procedures must be stimulating and meaningful experiences geared to their ability level.

E. Outstanding Evaluation Reports:

1. A former teacher of migrant children in the Immokalee Elementary School, Mr. Wayne Roberts, recently had an article published in the North Carolina Education, November, 1966. (See Appendix D) Although this article is slightly previous to the Title I Migrant assistance, the comments are very relevant as some of these children returned to Immokalee this school year and benefited from the extended compensatory educational program under Title I.

   These migrant parents and children were then becoming aware and appreciative of the special attention they were receiving. We know there has been a steady growth in this understanding revealed by many positive indicators of interest, participation, and coöperation.

2. A sample of one of our teacher evaluation surveys will be found under Appendix F. All teachers participating in the program collected information throughout the program and submitted a completed

survey from which some general subjective and objective evaluations were collected.

Mrs. Isabelle Bosch was employed as one of the special teachers in the Title I Migrant Program. She is a bilingual teacher who made a fine contribution to the education of these children and in turn felt rewarded by her experience.

VII. PERSONNEL AND PERSONNEL TRAINING

A.	Estimated number of migrant children in the migrant program for whom English is taught as a second language.	90%
B.	Were bilingual staff members employed to serve these children?	Yes, when available. However, English is the classroom language.
C.	Give the total number of positions filled by bilingual personnel.	4 Teachers 54 Adult Aides provided through another program.
D.	What is the first language of the bilingual child?	Spanish.
E.	Give the number of local educational agencies (or project areas) having pre-service and in-service training for personnel. If the State Department conducted a teacher institute please indicate.	One-Collier County School System. None by the State Department.
F.	Give the number of personnel receiving training by the following types:	
	1. Teachers*	32
	2. Other Professionals	12
	3. Non-Professionals	1
	TOTAL	45
G.	What was the total cost of in-service training?	None to ESEA I Migrant Program.

* All Collier County staff, whether regular or special federal, are involved in the education of the migrant child. From the county 119 members of the staff were involved in in-service training directed at efforts to better teach the migrant child.

H & I IN-SERVICE TRAINING

IN-SERVICE EDUCATION FOR TEACHERS DURING THE YEAR ENDING JUNE 30, 1967

	TYPE	INSTRUCTIONAL STAFF	COST
1.	MIGRANT INSTITUTE Sponsored jointly by the American Association of Colleges for Teacher Education and Title III-B. Title: COLLIER COUNTY INSTITUTE FOR TEACHERS OF THE DISADVANTAGED CHILDREN AND YOUTH Theme: "WORKING WITH DISADVANTAGED AND MIGRANT CHILDREN" Two weeks Aug. 12-23 plus five Saturdays during school year.	Deans, department chairmen and professors of education from the University of Miami, Barry College, F.A.U., the University of Tampa, and the University of South Florida. Social Workers and Principals from Immokalee	None Funded by the OEO and AACTE jointly.
2.	READING COURSE Diagnosis of reading problems, readiness techniques for disabled readers, proven methods in retraining through remedial reading. One Semester Three hours credit.	Collier County Teachers by Dr. Nancy Young, Professor, F.A.U. also Title I Reading Consultant	None Continuing Education Course of Florida Atlantic University. Cost borne by credit participants.
3.	IN-SERVICE EDUCATION Program held in the Immokalee Schools. Organized by C.C. Supervisor of Elementary Education and by the principals of Immokalee Schools. Weekly meetings, 10 in all, of regular classroom teachers and special teachers on migrant program.	III-B Language Arts Consultant and Consultant to Title I ESEA. County Elementary Supervisor Principals of Immokalee Schools. Teachers of long experience with Migrant children.	None Efforts of Collier County Staff and Experienced Teachers of Migrant children.

H IN-SERVICE TRAINING (con't)

1. MIGRANT INSTITUTE

	TOPICS	NUMBER OF TITLE I STAFF RECEIVING TRAINING	AVERAGE TIME TRAINING TOOK PLACE (Wks/Hrs)		
1.	Instructional Methodology	(25*)	3/2	=	6
2.	Cultural Background and Problems of Educationally Disadvantaged or Migrant Children.	(25)	3/8 1/2	=	25 1/2
3.	Curriculum Development	(25)	3/3	=	9
4.	Utilization of Instructional Materials and Equipment.	(25)	3/1	=	3
5.	Measurement, Evaluation and Reporting.	(25)	3 1/2	=	1 1/2
6.	Types of Learning Disability	(25)	3/3	=	9
7.	Program Planning and Design.			=	
8.	Utilization of Library and Library Resources			=	
9.	General Orientation to Title I Programs and Migrant Programs	(25)	3/2	=	6
10.	Utilization of Supportive Services (e.g. Psychiotrists, Counseling, Speech Therapy, Health, Social Work)	(25)	3/3	=	9
11.	Self-Concept Development of Disadvantaged Youth	(25)	3/3	=	9
12.	Social Experiences for Disadvantaged Pupils	(25)	3/3	=	6

TOTAL. 84

* All teachers, whether regular or special federal, are involved in the education of the migrant child. 77 teachers from the county or a total of 88 members of the staff participated in the Migrant Institute.

2. READING COURSE

H.

TOPICS	NUMBER OF TITLE I STAFF RECEIVING TRAINING.	AVERAGE TIME TRAINING TOOK PLACE (Wks/Hrs)
1. Instructional Methodology	7*	10/2 = 20
2. Cultural Background and Problems of Educationally Disadvantaged or Migrant Children.		=
3. Curriculum Development	7	10/.5 = 5
4. Utilization of Instructional Materials and Equipment.	7	10/.1 = 1
5. Measurement, Evaluation and Reporting.	7	10/.1 = 1
6. Types of Learning Disability	7	10/.1 = 1
7. Program Planning and Design.	7	10/.1 = 1
8. Utilization of Library and Library Resources.	7	10/.1 = 1
9. General Orientation to Title I Programs and Migrant Programs.		=
10. Utilization of Supportive Services (e.g. Psychiotrists, Counseling, Speech Therapy, Health, Social Work)		=
11. Other (Specify)		=

TOTAL . . . . 30 Hours

* All Collier County staff, whether regular or special federal, are involved in the education of the migrant child. From the county, a total of 36 teachers and staff members participated in Dr. Young's Remedial Diognostic Reading Course.

H. IN-SERVICE TRAINING (Cont'd)

3. COLLIER COUNTY IN-SERVICE TRAINING PROGRAM

Beginning November 15, 1966 an In-Service Training Program was held for all the elementary teachers in the Immokalee Area. Attendance for Federal staff in these schools was compulsory. Titled "Methods for Working with the Disadvantaged and Migrant Children", the ten week instructional period was planned as a follow-up of the summer's Migrant Institute.

Under the planning and guidance of the III-B Language Arts Consultant and the Language Arts Consultant to Title I ESEA, the workshop sessions were directed by the Supervisor of Elementary Education and the Principal of Immokalee Highlands Elementary School.

The purpose was to exchange ideas concerning methods of instruction, methods of discipline and subject matter content as they applied to the migrant child and a presentation in depth of the supportive services available to the migrant child.

November 15, 1966 Highlands Elementary School

Teachers in Attendance:

School	Regular	Remedial
Highlands Elementary	30	8
Immokalee Elementary	12	8
Pinecrest Elementary	6	3
Bethune High School	7	3
	55	22

Principals in Attendance: 5

H. 3. COLLIER COUNTY IN-SERVICE TRAINING PROGRAM

	TOPICS	NUMBER OF TITLE I STAFF RECEIVING TRAINING	AVERAGE TIME TRAINING TOOK PLACE (Wks/Hrs)		
1.	Instructional Methodology	23*	10/.1	=	1
2.	Cultural Background and Problems of Educationally Disadvantaged or Migrant Children.	23	10/.1	=	1
3.	Curriculum Development	23	10/.1	=	1
4.	Utilization of Instructional Materials and Equipment.	23	10/.1	=	1
5.	Measurement, Evaluation and Reporting.	23	10/.1	=	1
6.	Types of Learning Disability	23	10/.1	=	1
7.	Program Planning and Design.	23	10/.1	=	1
8.	Utilization of Library and Library Resources.	23	10/.1	=	1
9.	General Orientation to Title I Programs and Migrant Programs.	23	10/.1	=	1
10.	Utilization of Supportive Services (e.g.Psychiotrists, Counseling, Speech Therapy, Health, Social Work)	23	10/.1	=	1
11.	Other (Specify)			=	
		TOTAL			10 Hours

* All Collier County staff, whether regular or special federal, a are involved in the education of the migrant child. From the Immokalee schools, 77 teachers and 5 principals participated. Attendance averaged 25 per session.

Please indicate the time spent in each area of in-service training in terms of weeks and hours per weeks. For example, if Instructional Methodology was given over a 10 week period, 3 hours a week, this would be recorded as 10/3.

PERSONNEL AND PERSONNEL TRAINING (Cont'd)

J. BEST METHODS OF PROVIDING IN-SERVICE TRAINING

A.	Which of the above topics seemed to have the greatest impact on the success of the program?	Topic 2, "Cultural Background and Problems of Educationally Disadvantaged or Migrant Children. Our teachers reported that working with, and observing teachers long experienced in teaching migrant children was the most effective training. In-service workshops ranked high.

K. TEACHER AIDES

A.	Total Number of Teacher Aides Involved in the Migrant Program	None Under Title I ESEA Migrant.*

* During the 1966-67 school year, 100 Adult Aides and 100 Student Aides from migrant and seasonal farm worker families funded and trained under III-B Migrant assisted in the operation of the Title I Migrant Program with compensatory education classes and other in-school assignments. About 80% of the teachers involved commented favorably on this assistance. As 57 of the Adult Aides were bilingual, they were much help with the Spanish-speaking migrant child. Adult Aides who were assigned to classroom teachers and school staff were used in many ways:

1. Helped supervise students on field trips.
2. Assisted librarians.
3. Assisted students in library research and selection of materials.
4. Helped students with drill work.
5. Helped teacher set up and operate audio-visual equipment.
6. Interpreted for Spanish-speaking children.

7. Assisted with children on playground and in play activities.
8. Worked with individual children and supervised small groups in response to directions and under supervision of the classroom teacher.
9. Graded papers
10. Helped prepare instructional materials.
11. Lunchroom supervision.
12. Supervisied bathing of children, repair of clothing, and other health assistance as needed. Worked with social workers.
13. And many other related duties.

VIII. INTER-RELATIONSHIP WITH REGULAR TITLE I PROGRAM

A. Although the regular Title I ESEA program in Collier County was not specifically designed for the migrant child, many migrant children did benefit from activities structured under the program. In Collier County, the schools with the highest concentration of economically disadvantaged children are also the schools which enroll a large number of migrant children during the school year. Therefore, some of these children benefited from services in both programs if their need was such.

1. Cultural enrichment for deprived children: This phase of Title I was specifically designed to increase the child's knowledge, understanding, and appreciation of his cultural heritage by the presentation of materials and experiences in the fields of the humanities, cultural history, literature, and art. It was designed to promote the child's growth in understanding himself as well as appreciating and understanding others.

2. Reading-Language Arts program for educationally deprived: All teachers of migrant children benefited from the work of the Title I Reading and Language Art Consultants who developed special materials, bibliographies for the educationally deprived child, and instructional aids for the language arts program. This program was designed to provide for remedial and developmental instruction in reading for low achievers in Title I schools.

3. Speech Therapy: The regular Title I program had the services of a Speech Specialist. Although the linguistic problem of the Spanish-speaking migrant child was unique, his speech difficulties and need to practice specific phonic sounds and combinations was also served, to a small degree, by the therapist. Many migrant children were involved for short periods of time in these classes, if they could be helped. (See Appendix G)

Materials designed by Title I specialists specifically for remediation in language arts and reading development for culturally deprived children were incorporated in the compensatory program for migrant children. Reading materials, reading inventories, and individual workbooks became an essential part of the reading and language program for migrant children.

B. Training: Coordination between regular and special programs for migrant children was accomplished by participation in all in-service training programs.

Assignment of teachers: To most effectively use all teachers on the staff, it was not unusual in some schools to shift experienced, better qualified teachers in such specialized areas as reading from the regular program into the federal program in order to most effectively serve the needs of these children. The federally funded teacher would then function in a regular classroom setting.

For example, a bilingual (Spanish-English) teacher, a participant of the Collier County Institute for Teachers of Disadvantaged Children, with considerable training in reading methods temporarily exchanged classes with one of the teachers hired for the migrant program whose qualifications were not as adequate to meet the needs of these migrant children.

It should be mentioned here that there is a severe need in Collier County for dedicated and trained personnel to serve the economically and culturally disadvantaged. As Collier County is relatively isolated from the large centers of the state and is not close to the universities and colleges, it is difficult to attract the best teachers for service in the schools with disadvantaged children, and particularly difficult to find the additional teachers needed in the Immokalee area during the peak of the migrant enrollment.

IX. COORDINATION WITH OTHER PROGRAMS

The needs of the migrant child are manifold, and they must be relieved if he is to progress educationally. And often the needs of the child cannot be isolated from the needs of the total family unit.

In Collier County we are making some noticeable improvement among this population group with the help of local, state, and federal efforts. All federal programs are carefully coordinated with on-going efforts of our regular school program, the County Health Department, Community Action Fund, Collier County Migrant Advisory Committee, and church and civic groups to assure unduplicated services. Close cooperation is maintained with other efforts which include the following:

1. The REGULAR TITLE I ESEA program has provided special attention in reading, language arts, and cultural enrichment in schools identified as having the highest concentration of economically disadvantaged children in the county. Since the schools in the Immokalee area are most eligible for this aid, some migrant children have benefited from this special educational attention. However, often the migrant child's problem is not one of reading disability but rather a total lack of English knowledge.

2. TITLE II ESEA has for the past three years provided library resource materials, textbooks, and instructional materials with larger allocations going to the Immokalee schools because of their heavy migrant enrollments. Here again many of these migrant children are directly benefiting.

3. From our TITLE III-B MIGRANT program under the Office of Economic Opportunity this past year we have been able to provide employment opportunities for 100 adult migrants, many of whom had children in school. These adult aides received two hours of

basic education as well as on-the-job training for in-school jobs such as teacher aides, social worker aides, library aides, health aides, etc. For these few families, education and the security of employment have acquired personal meaning and their children will have a far better chance.

A work-study program also was provided for 100 in-school youth which has held many of these migrant children in school. But as you can see, the number reached is far too small in comparison to the number needing help and guidance.

The services of three social workers were available through this program providing a necessary link between the migrant home and school.

Nutritional services have provided breakfasts and lunches for needy migrant children and noticeably improved classroom work on the part of these children.

The III-B Migrant program also paid the first installment on portables purchased to alleviate crowded classrooms in the Immokalee area, thus making it possible to pull out small classes of migrant children for remedial attention in the basic subject areas to prepare them for return to the regular classroom. The ESEA I MIGRANT program was dovetailed with the III-B Migrant program and was able to pick up where the III-B program could not continue needed services for migrant children. (See Appendix H)

4. During the past summer, a full-time ADULT BASIC EDUCATION and PRE-VOCATIONAL TRAINING PROGRAM under III-B MIGRANT was operated in the Immokalee area for 120 migrant heads of households. Most of the participants had children enrolled in the regular school program last year and some this summer in the ESEA I Migrant Program.

   Instruction and occupational training was provided in language arts, mathematics, homemaking, industrial arts, health and science, consumer education, civil defense, and cultural enrichment.

   All program participants were given physical examinations and needed medical attention was provided. Eye examinations were also given as needed and eyeglasses were donated by the local Lion's Club.

   We feel the program was highly successful and know the education and training these parents received will have a beneficial effect on the home environment in these families. Here again, it was only a beginning, and these educational and training services should be continued and expanded.

As a follow through on the above program, Collier County is exploring training opportunities under the Manpower Development and Training Act for adult migrant and seasonal farm workers in the Immokalee area. (See Appendix H)

5. Our summer 1967 HEAD START (Title II-B OEO) accommodated 200 pre-school children of which approximately 50% were children of migrants and seasonal farm workers who then entered school in September. Should a year-around Head Start program be funded, it would be concentrated in the Immokalee area to reach the many young migrant children who are neglected and poorly cared for in the camps and even taken to the fields while their parents labor.

6. Health assistance was available from the Collier County HEALTH DEPARTMENT under the Migrant Health Act, but this service is far from complete and adequate for the many migrant families moving through the area. Migrants have many health needs. Poor sanitation, crowded housing, and inadequate food and clothing contribute to health problems. Low income has made any but emergency dental and medical care unobtainable.

7. The Collier County WELFARE DEPARTMENT has been providing assistance to migrant families when possible. If not directly on an eligible basis, every effort is made to help by the Welfare Director on a referral basis. However, this assistance is also minimal in view of the undernourished, diseased, poorly clothed, deplorably housed condition of many migrant families.

8. SOUTHWEST FLORIDA SELF-HELP HOUSJNG, INC., organized in the Immokalee area and funded through a $200,000. technical assistance grant from the Office of Economic Opportunity will help 100 migrant and seasonal farm worker families achieve home ownership and permanent roots in communities that welcome them. Homes are going up in Collier and Lee counties. Better living conditions are a priority need of most migrant families.

9. Local religious and civic groups have always demonstrated an interest in aiding these migrant families and have donated large quantities of clothing and food which is disbursed through the Immokalee schools.

The Naples Lion's Club will pay for eye examinations on the basis of referrals from the ESEA I Migrant Program Nurse or III-B Social Workers and will also donate eyeglasses when needed.

The Mennonites operate a child care center in the Immokalee area, and the United Church Women operate a similar unit in the Naples area.

The many miscellaneous good works and contributions by local civic groups and churches are too numerous to mention, but we are fortunate in Collier County to have this spirited community support.

Migrant children and their families are today receiving more attention than they have ever enjoyed in the past. All types of essential services are being provided for these families but not generously enough to reach all needing help and services on the basis of our experiences in Collier County. We feel the following gaps remain in the services provided for migrant children. Again, we must emphasize that the well-being and education of the child cannot be isolated from that of his family. For the purposes of this report, however, we will dwell on the specific needs of the child to promote his educational growth from the school's viewpoint.

1. More attendance and social workers are needed to work with migrant families to get all children in school and encourage high school youth to enroll.
2. More health services, including vision, hearing, and dental care are needed.
    a. Consideration should be given to mobile health clinics to be available during non-working hours of migrant parents.
3. Well balanced school breakfasts and lunches should be provided for needy migrant children.

4. Planning should be directed toward a more effective testing program for these children since experience has shown that most instruments generally used are not valid when used with the migrant child.

5. More compensatory education classes are needed in the basic subjects and special areas, such as total language disability in the case of the non-English speaking children, to help migrant children overcome their educational deficiencies.

    a. Summer school and multi-flexible scheduling throughout the school year might be tried to compensate for loss of school time because of mobility.

6. Improved continuity of learning through better pupil placement and better pupil information.

7. Cultural enrichment, social living experiences, readiness, preparation for reading and skill experiences needed among the migrant group to compensate for impoverished home life.

    a. Paperback books and materials should be made available for the migrant child's home use.

8. More in-service training for teachers to emphasize the problems and needs of migrant children.

    a. An outgrowth of this will be improved curriculum and teacher competency.

9. More guidance counseling is needed at both the elementary and secondary level.

X. COMMUNITY INVOLVEMENT (Participation of parents of migrant children in migrant programs.)

The community-school aspect of Collier County's regular program has helped meet some of the educational needs of the adult migrants. Many of these parents, like their children, have had little or fragmented formal education and need both basic skill concepts as well as specialized vocational training to realize their desire to leave the "migrant stream."

Evening classes in Adult Basic Education were formed in Immokalee with 128 participants. Seventy-eight actually completed the program. The heavy dropout reflected migrant withdrawals as they moved from the area. Of the final 78, about 35% of these were migrant parents. Throughout the school year, 40 adults from these classes took the GED examination. In Collier County, 20 passed the test this year.

* * * * * *

In the Immokalee area this past summer, 120 migrant adults participated in a full-time basic adult education and pre-vocational training program under Title III-B Migrant Amended funded by the Office of Economic Opportunity. Seventy-nine percent of these migrant enrollees were parents of in-school children.

In addition to the needed basic academic subjects, women were enrolled in a homemaking program which covered cooking, nutrition, sewing, budgeting, and consumer buying, and we feel the carryover effects will have a good impact on the home environment in these families benefiting their children. As mentioned in other parts of the report, nutrition is very poor among the migrant group, and this course tried to reach mothers on this problem.

Health and hygiene classes also were an important part of the curriculum. In conjunction with this phase, physicals were given to all of these program participants, and many diseased conditions needing attention were disclosed and remedied.

* * * * * *

Also this past school year (1966-67), 100 migrant adults participated in a program of adult instruction and on-the-job training. Approximately 75% of these adults were parents of in-school children.

These adult aide employment opportunities provided by Title III-B Migrant under the Office of Economic Opportunity permitted us to train these people to perform useful, needed services in and for the school. As the result of classroom instruction, on-the-job training, and the individual's own initiative, these adult aides served as teacher aides; worked as interpreters for the social workers and teachers; directed group activity on the playground; worked in the school library; set up and operated audio-visual equipment; monitored in study groups, corridors, and lunchrooms; served as school-community attendance block workers; and handled clerical work in the school offices; and other useful jobs. These jobs offered meaninfgul training and career potential for these migrant parents.

The use of aides as interpreters to promote understanding with children and parents has resulted in significant improvement of the educational program for these culturally diverse families. Social Service Aides, working closely with the qualified social workers have further increased the rapport between these migrant families and the school-community in general. We have found that a well-trained, dedicated aide, who comes from the same environment can more readily grasp the migrants' needs and explain the school's and community's interests and aims to these people. We are hopeful of developing more acceptable leaders among their own group who can disseminate knowledge and information among their own people.

For the first time in their lives, some families have been assured of a steady income. Older children are being permitted to stay in school longer among these families. This income security and the confidence of learning and doing some special job has improved the self-image of those holding jobs. And because of this increased confidence, several of these aides have taken positions in filling stations, in offices, and in food service work. The number is small, but it is decidedly a beginning. Prior to this time, these pople barely realized they had a choice in life. It is a new and gladdening feeling for them to learn that others are interested and ready to help them. The yearning for social and economic uplift is evident, but opportunity and help must be available along with encouragement and interest.

* * * * * *

The above programs for migrant parents and adults have had a most beneficial impact on the success of our ESEA I Migrant Program. The adults responded enthusiastically to the migrant programs in education, job training, and homemaking skills. The knowledge gained in financial affairs and citizenship training, understanding of the community, and self-improvement carried some of them pridefully to new jobs. Education and its rewards became for them a concrete value to be passed along to their children. Some benefits of adults' participation as reflected in migrant children under the program are listed below:

1. Achievement
    a. Parents valuing education for their children made a greater effort to speak English in the home.
    b. Classroom achievement of the children whose parents were continuing education or training went up as a result of better attendance and increased length of membership.
    c. Migrant children eagerly enrolled in summer academic courses.
    d. Migrant youth from these families are being encouraged to stay in school.
2. Health and nutrition
    a. The weekly stipend received by parents in the schools' education and training programs assured a steady income for some migrant families providing many necessities.

   b. Knowledge received in homemaking classes had a beneficial effect on the home environment and well-being of migrant families.

3. Improved hygiene, grooming, and conduct among adults participating in the programs was reflected in their children.

The total effect of the migrant assistance has been instrumental in bringing about a degree of stability and the establishment of Collier County as their "home base" for a small but significant number of these migrant families.

XI. NON-PUBLIC SCHOOL PARTICIPATION

Collier County has one non-public school, St. Ann's Elementary. This school was solicited to participate in the ESEA I Migrant Program, but it was found that there were no migrant children among their enrollment.

XII. LEA OPERATIONS AND SERVICES

A. Prior to the ESEA I Migrant Program, the following programs for migrant children were operated in Collier County:

1. During the past year, Collier County has operated a supportive educational project for migrant families funded by the Office of Economic Opportunity under Title III-B Migrant. This program has done tremendous good in providing on-the-job training and basic instruction for adult migrant parents, a work-study program for in-school youth, and intensive remedial instruction for small groups of migrant children, nourishing meals for needy in-school migrant children, and social services. The migrant families involved earned less than the federal poverty level.

2. Health assistance was available from the Collier County Health Department under the Migrant Health Act, but this service is far from complete and adequate to fill migrant health needs.

3. The children of migrant workers residing in the school district, regardless of their length of stay, have always been entitled to the same educational opportunities that the permanent resident children have. However, as much more special attention is needed by these children because of their educational deficiencies and multi-cultural background, many migrant children cannot progress in the regular classroom.

B. LEA Staffing: The ESEA I Migrant Program was administered cooperatively by the regular Title I ESEA Director and the III-B OEO Migrant Director to coordinate the efforts of on-going programs to achieve maximum benefits for the children.

C. Services provided to schools for implementation and evaluation of the migrant program: The project staff prepared bulletins and guidelines for distribution to principals and teachers outlining objectives of the program. Conferences were held with principals, supervisors, and administration to introduce and assure cooperation with the program efforts. In-service education was sponsored for the principals and teachers as outlined in Section VII.

D. Cooperation with other counties and states: We have always worked closely with other counties to secure records on the arrival of the migrant child as well as forward same as requested. Our past experience reveals, however, that an improved pupil information service is perhaps one of the greatest needs of these migrant children. At present, placement is difficult, and with few or no records, it is nearly impossible to give their learning any continuity.

We have also consulted with other migrant programs in Florida and throughout the country to compare programs and improve our own effort. We have cooperated with such groups as the following:

National Committee on the Education of Migrant Children
New York, New York

ERIC Clearinghouse
Small Schools and Rural Compensatory Education
New Mexico State University
University Park, New Mexico

Texas Education Agency
Austin, Texas

XIII. Dissemination of program information:

The County-Wide Testing Program which is relevant to the evaluation of all programs is reviewed with all principals and teachers, including program staff, early in the year. The County-Wide Testing Program guideline is made available to all schools.

Also a specific guide for subjective and objective evaluation for the program is made available to program staff.

In addition, instructional materials were produced and distributed as devised by teachers and program staff.